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Provisions for the Improvement of the Prairie View Training School Library

Evis La Fay Biggins

Prairie View State Normal and Industrial College

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Evis La Fay Biggins

A Thesis in Education Submitted in Partial
Fulfillment of the Requirements
for the Degree of

Bachelor of Science

In the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1935

Approved by
[REDACTED]

DEDICATION

Most Loyally and Lovingly
Dedicated To
My Uncle and Aunt
Mr. and Mrs. C. D. Henderson

_____.

A C K N O W L E D G E M E N T

It is a pleasure to acknowledge the obligations incurred in writing this thesis.

I wish to express my appreciation of the profound criticism and invaluable aid so patiently rendered by Mr. O. J. Baker as my adviser.

I am, also, indebted to Miss Euneida Goens for the assistance she was always willing to give me in writing this thesis.

Due honor is paid to Miss Alda Fortune for the use of her selected references and for her helpful suggestions.

E. L. B.

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CHAPTER I

INTRODUCTION

Need of a library - Purpose and scope of study.

Due to our dynamic society, our schools, urban and rural, are in need of good and useful libraries.

NEED OF A LIBRARY Children in urban centers usually have better library facilities than children¹ of rural communities. It is, therefore, important that educators stress the need for the development of rural school libraries and the improvement of all school libraries. All children, who have mastered the mechanics of reading, have a natural eagerness² for reading which quickly dies if not stimulated.

Due to the nature of their environment, urban children have advantages that rural children lack. Urban students gain much information from observation that rural students probably are compelled to wait until a later age to acquire. Such information, then, is to be secured from books, magazines, newspapers, pictures, etc. One textbook could not provide all

¹United States Office of Education, Biennial Survey of Education, 1929-1930, Vol. 1, pp. 686-90.

²Terman and Lima Children's Reading
p. 17

the knowledge that children would be desirous of securing, thus an adequate library is necessary. The school library should enrich the school and home experiences of the pupil and help to prepare him for a more abundant life in other social institutions. The library's duty, then, is to provide the appropriate material for the acquisition of such facts, attitudes, and appreciations as society might demand.

Educational ideals are much higher than formerly and, therefore, much more difficult to attain. In order to insure the advancement of the classroom, the library must be modern and well equipped.

Formerly, the library was merely a place to preserve information and books, and books were not used by the majority of the people. But now the library serves the majority of the people educationally and recreationally. So, the library has become supplementary to the school and is the essential factor in the educative process.

The school library should help the pupil realize the value of good books and should arrange in due order its activities with those of the school,

forming a sort of laboratory for all subjects. If it is to serve its pupils adequately, it must be the center of the school's activities.

The present concept of education provides, among other things, that children shall continually be brought into the library atmosphere from the lowest grades of the elementary school to the end of their school career, under such directions as will make the best possible use of the library as an educational factor.¹

This study was performed to list and describe activities for improvement of the Prairie View Training School Library in the light of PURPOSE AND SCOPE OF THE STUDY the use made of an ideal school library. It is my aim, too, to show the similarity and variance of an adequate school library with the Prairie View Training School Library.

It is hoped that the information gathered and presented will be useful in guiding those who care or are interested in improving the service rendered by the Prairie View Training School Library.

¹ Carpenter, H. S. "Correlating School Library and Classroom", Wilson Bulletin, March, 1934, pp. 383-87

CHAPTER II

PRESENT ORGANIZATION OF THE PRAIRIE VIEW TRAINING SCHOOL LIBRARY

Physical features - Books - Service - Utilization -
Support.

The Prairie View Training School library occupies a small room about 12 x 21 feet in dimensions. It is
PHYSICAL located in the southwest corner of the
FEATURES school building.

Wall space is rather meagre, for the room has three doors and three windows. The three windows, under which the radiator for the room stands, furnish sufficient light for day service. Night service is not required, but one direct drop light hangs from the ceiling for purposes of night work.

Shelving for library books is arranged on the north wall. It is divided into three compartments and, at present, is adequate for the book collection. The shelves are non-adjustable, but suitable in height for student use.

The bare library floor is rather rough and suited to much noise making. Some sort of covering would

improve the appearance of the room.

Furniture is almost entirely missing. There are no reading tables nor library chairs present. The keepers have a desk but the card catalog cabinet, vertical file, and bulletin board are all absent. A magazine rack, made by local carpenters, holds the magazines given to the library at various intervals by parents and others.

This room arrangement is not at all desirable.

In the library under consideration, there are approximately 250 library books in good physical condition - 250 less than the minimum required by the Southern Association of Colleges and Secondary Schools¹ for a school of this size.

Most of the books present were obtained through the Julius Rosenwald Fund and represent excellent choosing. Nevertheless, the collection is not sufficient in quantity to meet the needs of pupils and teachers.

This collection is not systematically organized.

¹ Southern Association of Colleges and Secondary Schools, Proceedings of the Thirty-ninth Annual Meeting, pp. 366, 1934.

There is no trained librarian nor teacher-librarian in charge of the library. At present, circulation, routine, is in charge of a selected group of students of the school. This is a splendid opportunity for students to cooperate with the SERVICE faculty in the operation of the institution, yet the guidance of a trained person is greatly in demand.

The book collection shows signs of being well used. Various members of the faculty cooperate here USE OF THE by setting up classroom libraries with LIBRARY books taken from the general collection. Books are chosen, as far as the collection will permit, according to the interest of the particular group they are to serve. This is advantageous in that students may become familiar with books that have been carefully selected; and, in that classroom work may be enriched and made more profitable.

Book funds for the library come largely through special contributions and miscellaneous sources.

FINANCIAL Some such sources are: donations from SUPPORT organizations like the Parent-Teacher's Association, donations from individuals, and fees from

entertainments. These sources do not supply sufficient funds to buy new titles sorely needed. The books in the Prairie View Training School library, especially for cultural and pleasurable reading purposes, have been read and re-read by attending students and should be adequately supplemented by new ones.

The Prairie View Training School library and a good school library well supervised, and selected carefully, is a great resource, upon the library room and its arrangement. A well arranged library room is attractive, easily accessible, and permits of expansion.

The school library room should be rectangular in shape and adequate for seating ten percent of the total daily attendance of the school. And, further, it is to have twenty-five square feet at his disposal. This allows for the space to be taken up by equipment.

Target, L. V., The Library in the School

CHAPTER III

SOME CHARACTERISTICS OF A GOOD SCHOOL LIBRARY

Library room and equipment - Book collection -
Organization of books - Library utilization
and the librarian - Financial support.

Through the discussion to follow, I hope to show by inferred contrast the difference between the Prairie View Training School library and a good school library well supervised.

LIBRARY ROOM AND EQUIPMENT

Effective library service depends, in a great measure, upon the library room and its arrangement. A well arranged library room is attractive, easily accessible, and permits of expansion.

The school library room should be rectangular in shape and adequate for seating ten percent of the total daily attendance of the school. Each reader is to have twenty-five square feet at his disposal. This allows for the space to be taken up by equipment.¹

¹Fargo, L. F., The Library in the School
Ch. 9

All wall space should be reserved for shelving; therefore, windows should be approximately seven and one-half feet from the floor. All pipes, electric switches, etc. should be placed in corners.

Adjustable shelving, well seasoned and suitable in dimensions for housing books, should be placed around the walls accessible to students. In determining the height of shelves, authorities should consider the size range of students destined to use them. Enough shelving should be provided for growth of the book collection.

Some sort of floor covering is necessary to facilitate quiet and free movements. Battleship linoleum is quite effective for this purpose.

Plenty natural light should be sought. Artificial lighting should come from the ceiling - not the tables. If possible, tables should be arranged so that their narrow sides extend toward the windows.

Essentials in furniture are reading tables and chairs, table or charging desk for the librarian, cabinet and stand for the card catalogue, magazine

rack vertical file and bulletin boards. A table 3 x 5 feet and thirty inches high is the ideal size. Both tables and chairs should be suitable for students of varying sizes. All furniture should be of a durable quality. It should be placed so as to promote the best use of the library.

Entrance to a library occupying only one room should be through one door. This door should open into a central corridor through which students may pass from their respective classrooms into the library. Too many entrances into the library destroy shelving space and render supervision difficult.

In a well organized modern library, books and other reading materials are selected to meet the needs of those whom they are to serve. Here lies the opportunity for school officials, in cooperation with the librarian, to establish the desired relationship between classroom and library. Wilson says: "Indiscriminate purchase of books is one of the most wasteful practices in the schools. The school libraries are over-crowded with expensive sets, subscription books, obsolete books of teaching methods, books too

difficult for the students, and very cheap editions with bad print and paper. In the same schools, the books actually needed are often lacking.¹

The good school library will contain books for reference purposes; books to supplement student textbooks with material for socialized recitation, project work, clubs, special days, etc.; books for cultural reading, and, books for recreational reading purposes.²

The reference collection should include the best encyclopedias, dictionaries, atlases, hand-books of facts and general information, almanacs and year books.

The best supplementary material should be acquired for courses offered in the physical and natural sciences, the humanities, and the social studies.

For general cultural purposes, there should be books on nature, stars, birds, trees, flowers, and wild life in all forms; books like wholesome biography and appreciation for human beings; books that develop and strengthen civic and social ideals; and, books that give some knowledge of other countries, their inhabitants.

¹Wilson, Martha School Library Management
p. 18

²See Appendix A for a suggested list of books.

For recreational reading purposes, the library should include those books which are generally accepted as the best of the world's literature, and those books which fall within the interest of individual students. It is of the utmost importance that full opportunity be given for recreational reading that is free from the constraint of assigned tasks and duties, reading that springs from normal impulses and interests with consequent enjoyment and pleasure, reading that is itself an experience worthwhile and life-giving.

Some effort should be made to acquire books that will help with student activities such as boys' and girls' clubs, school entertainments, and debating societies. Others should be included to encourage students' talents and develop skills: books of games, sports, drawing; books of occupations such as simple books of sewing and basketry for girls, and mechanics, electricity and wood working for boys.

A good collection should be well supplemented by magazines and newspapers of excellent quality and sufficient quantity. Because of the objectionable

See Appendix B for suggested list of periodicals.

nature of magazines read voluntarily by our young people today, the school library should make a special effort to see that readers have access to the best only.¹ Magazines selected should enrich the school curriculum and develop the worthwhile interests of students.

A picture collection, well selected and organized, is quite a supplement to a book collection also. Teachers and students are constantly searching for pictures to illustrate lessons in geography, history, civics, nature study, science, literature, art, home economics and the industries.

Pictures may be gathered from many sources: wornout books, old magazines, book jackets, trade catalogs, transportation circulars, post cards, and miscellaneous advertisements.

Through a collection of books and other reading materials meeting the needs of students adequately, students may be led to develop the library habit, and to use reference books and other library tools easily and effectively.

¹See Appendix "B" for suggested list of periodicals.

Books acquired for library purposes must be classified and arranged for systematic use. The system chosen should be practicable. That used in

ORGANIZATION OF BOOKS most school libraries is the **Dewey** Decimal Classification. It is practicable easily understood, and may be expanded at any time to meet the needs of a growing library. Moreover since this system is used in most school libraries, including colleges, the student should be able to find his way around in libraries throughout his school career.

The Dewey Decimal system divides the field of knowledge into nine main classes, which are numbered from 100 to 900. Encyclopedias, periodicals, etc., so general in character as to belong to no one of these classes, form a tenth class, numbered 000. These main classes may be further expanded into divisions and divisions into sections and sub-sections indefinitely.

The following outline shows the main classes in the order in which subjects follow one another.

000 GENERAL WORKS

100 Philosophy
200 Religion
300 Sociology
400 Philology

500 NATURAL SCIENCE

600 Useful arts
700 Fine arts
800 Literature
900 History, Biography,
Travel

Through this scheme all books on the same subject may be shelved together, thus making them easily¹ accessible.

To be easily and efficiently circulated, books must not only be properly classified, they must be fully equipped. Complete and serviceable equipment consists of the book pocket, the book card and a date slip. Students under the supervision of a trained librarian can put these in their respective places easily.

It is not enough to acquire and organize a book collection. Books acquired must be put to use. We LIBRARY UTILIZATION are so used to thinking of the AND THE LIBRARIAN

library as a place in which to read that it is difficult for us to visualize it as a workshop, also.

To increase the use of the library, many small junior and senior high schools combine the study hall with the library. Much has been said for and against this combination.

¹Headley, L. A., How to Study in College
pp. 289-90

Those opposing the library study hall say that:

(1). it causes the library to be overcrowded; (2). it destroys the formal atmosphere usually found in the study hall; (3). it creates a disciplinary problem; (4). it brings about an atmosphere of formality in the library; and (5). it causes a greater loss of books. Those in favor of it say that it insures¹ regular contact with the library for pupils. There seems to be definite proof, also, "that the library study hall arrangement encourages the use of library materials".²

The library will not be effective in the fullest sense, however, until faculty and librarian get together to make it so. Children do not go to the library of their own initiative and read with interest and comprehension those materials that enrich project work, club work, and student activities in general. The great rank and file of children will need to have books introduced to them by a librarian who knows books and who understands how to fit the

¹Johnson, B. L., The Secondary School Library
p. 38

²Ibid., p. 41

books to the child. The librarian must know the program of the teachers so that she can introduce books to students at the time when they will fit in with the child's classroom interests and give life to the work being done. To do this effectively, the librarian would do well to have a background of teaching experience with children. She must have a thorough knowledge of library science, also.

Aside from the purely administrative, technical, clerical, and mechanical duties of the librarian, there are many educational tasks to perform. Some of these are: making reference work effective; organizing bibliographies; acting as readers' adviser; assisting teachers in making project work interesting and successful; preparing library exhibits; and teaching the use of the library.

A good school library, well supervised, will enrich the school curriculum by providing effective library service for pupils and teachers. It will share with other departments of the school responsibility for fruitful social training; it will foster informational reading as a life habit; and, encourage the habit of reading for pleasure.

¹Fargo, L. F., The Library in the School
p. 35

²Ibid., p. 12

Good financial support for the library consists of sure, adequate, and steady revenue. Otherwise, buying cannot be done with any degree of efficiency.

FINANCIAL SUPPORT When the library is supported through hit-and-miss contributions from miscellaneous sources, the librarian finds great difficulty in meeting the needs of students and in keeping the book collection well balanced.

The yearly amount appropriated for library purposes should be sufficient to meet the library needs, of the institution. The Southern Association of Colleges and Secondary Schools sets the minimum appropriation for high schools of less than 500 students at \$1.00 per student per year. This amount is to be spent¹ "for books, periodicals, etc., exclusive of salaries".

Today the library is the chief tool used by the school in leading students through the educative process. School authorities must be brought to realize this and to grant it its sorely needed share of financial support.

¹ Southern Association of Colleges and Secondary Schools, Proceeding of the Thirty-ninth Annual Meeting, 1934, p. 367

C O N C L U S I O N

The school library is an important part of the total school set-up because of the direct and constructive service it may render in the training of students.

The good school library strengthens school work by furnishing collateral material for the subjects taught; provides for interests outside the curriculum; provides an outlet for the exceptional child; teaches how to use books and ^{other} ~~their~~ library tools effectively, opening the way for the continuation of education after school days; makes transition from the school to the college method; and sets up criteria for reading materials.

The Prairie View Training School Library is not prepared to render its students the services mentioned above. This is due to its inadequacy in housing facilities, reading materials, financial support and to its lack of trained personnel.

B I B L I O G R A P H Y

- Carpenter, H. S. "Correlating School Library and Classroom", Wilson Bulletin for Librarians, March 1934, N. Y. H. W. Wilson Co.
- Fargo, L. F. Library in the School
American Library Ass., N. Y., 1930
Hampton Leaflets, Hampton Institute Library School Books for Colleges, together with a list of children's literature, 1930.
- Headley, L. A. How to Study in College
Henry Holt Co., N. Y., 1926
- Johnson, B. L. The Secondary School Library
U. S. Govt. Printing Office, 1933
Southern Association of Colleges and Secondary Schools, 1934, Birmingham, Ala. The Ass.
- Therman, L. M. and Lima M. Children's Reading
Appleton Co., N. Y., 1931
United States Department of the Interior Biennial Survey of Education, 1928-1930, Washington, D. C.
- Wilson, Martha School Library Management
H. W. Wilson Co., N. Y., 1931

APPENDIX "A"

Suggested List of Books to be Used as a Basic Collection - 1

- Bartlett, John Familiar Quotations
- Brewer, Ebeneger C. Dictionary of Phrase and Fable
- Boy Scouts of America Official handbook for Boys
- Champlin, John Denison New Champlin Cyclopedia
for Young Folks; Persons
- Champlin, John Denison New Champlin Cyclopedia
for Young Folks; Places and
events.
- Champlin, John Denison New Champlin Cyclopedia
for Young Folk; Literature,
art and Mythology.
- Deming, Norma Helen and Bennis, K. I.
Pieces for every day the schools
celebrate.
- Eastman, Mary Huse Index to fairy tales
Encyclopedia Americana
Encyclopedia Britannica
- Fay, Lucy Ella and Eaton, A. T.
Instruction in the use of books
and libraries
- Fernald, James Champlin
English synonyms and antonyms
- Foster, William Horton
Debating for boys
- Gayley, Charles Mills Classical myths in English
literature and art
- Girl Scouts of America
Handbook. Girl Scouts of America.
- Guerber, Helene Adeline
Myths of Greece and Rome

¹Hampton Institute Library School, Books for college
libraries, 1930, together with a list of children's
literature.

APPENDIX

"A"

- Hammond, C. S. & Co. Hammond's home and office oaths
 Hazeltine, Mary Emogene Anniversaries and holidays
 Hazeltine, Mary Emogene Plays for children
 Hoyt, Jehiel Keeler New Cyclopedia of practical
 quotations
 Kipp, George Philip Comprehensive guide to good English
 LeRow, Caroline Bigelow Pieces for every occasion
 Lincoln library of essential information
 Mackey, Mary Stuart, and Mackey, M. G.
 Pronunciation of 10,000 proper
 names
 McSpadden, Joseph Walker Book of holidays
 Negro Yearbook; annual
 New international year-book; annual
 O'Neill, Anna T. L. Recitations for assembly and
 classroom, with suggested programs
 Phelps, Edith M. Debater's manual
 Pittsburgh Carnegie Library School
 Putnam, George Palmer Handbook of universal history
 Reader's guide to periodical literature; monthly,
 cumulating annually
 Roget, Peter Mark Thesaurus of English words and
 phrases
 Schauffler, Robert Haven Arbor day
 Schauffler, Robert Haven Christman
 Schauffler, Robert Haven Lincoln's birthday
 Schauffler, Robert Haven Memorial day
 Schauffler, Robert Haven Thanksgiving
 Schauffler, Robert Haven Washington's birthday
 Stern, Renee Bernd Clubs, making and management.

APPENDIX

A

U. S. Congress Biographical directory of
the American congress

Ward, Gilbert Oakley Practical use of books and libraiiries
Webster's New International Dictionary
Who's who in Colored America
World almanac; annual
World book (latest edition).

Picture Books and Readers

Adelbarg, Ottilia Clean Peter

Baker, Franklin T. and Thorndike Everyday classics;
primer, V. 1-2

Bannerman, Helen Story of little black Samlic

Brooke, Leonard Leslie Three little pigs; and Tom Thumb

Caldecott, Randolph Hey diddle diddle picture book

Caldecott, Randolph Panjandrum picture book

Crane, Walter Cinderella picture book

Crane, Walter Old Mother Hubbard picture book

Deming, Therese Indian child life

Dootson, Lily Lee Riddle book

Dopp, Katherine Elizabeth Early cave men

Dopp, Katherine Elizabeth Later cave men

Dopp, Katherine Elizabeth Tree dwellers

Dopp, Katherine Elizabeth Early farmers

Elkin, Rosie Helen Children's corner; illus.

Falls, Charles Buckles A. B. C. book

Hardy, Majorie New stories; first reader

LaFontaine, Jean Hundred fables with illustrations

Smith, Elmer Boyd Circus and all about it

Smith, Elmer Boyd Railroad book

APPENDIX

A



Bible Stories

Bible	Little Children's Bible
Bible	Older Children's Bible

Foster, Charles Story of the Bible

Olcott, Frances J. Bible stories to read and tell

Tappan, Eva March An old, old story book

- Mythology, Folk-Lore, Fairy Tales and Legends -

Aesop Fables of Aesop

Andersen, Hans Christian Fairy tales

Arabian Nights Arabian nights entertainments

Arabian Nights Arabian nights, tales of wonder
and magnificence

Berry, Erick Black folk tales

Brown, Abbie Farwell In the days of giants

Church, Alfred John Aenid for boys and girls

Church, Alfred John Iliad for boys and girls

Colum, Padraic Adventures of Odysseus and the
tale of Troy

Cooke, Flora J. Nature myths and stories for
little children

Crack, Dinah Maria Mulock Little lame prince

Harris, Joel Chandler Uncle Remus, his songs
and his sayings

Lang, Andrew Jack the giant-killer

Lang, Andrew Little Red Riding Hood

Lang, Andrew Sleeping beauty

Mother Goose Nursery rhyme book

Pyle, Howard Story of King Arthur and his knights

APPENDIX

A

Scudder, Horace Elisha	Book of fables and folk stories
Sterling, Mary Blackwell	Story of Sir Galahad

Sterling, Mary Blackwell Story of Sir Galahad

- Story of Science -

Chambers, Mary D. M. Nature secrets

Darrow, F. L. Boys own book of science

Fabre, Jean Henri C. Story book of science

Rush, Charles E. and Winslow A. Modern Aladdins and their magic

Washburne, C. W. and Washburne, F. C. Story of the earth

- The Stars -

Johnson, Gaylard Star people

Mitton, Geraldine E. Book of stars for young people

Murphy, Edgar G. Beginner's guide to stars

- Animals, Birds, Insects -

Brearley, H. C. Animal secrets told

Chapman, Frank M. Travels of bird

Deming, Therese O. American animal life

Ghosh, Sarah K. Wonders of the jungle

Patterson, Susanna L. How to have bird neighbors

- Plant and Trees -

Keeler, Harriet L. Our native trees and how to identify them

APPENDIX

"A"



Parsons, Frances T. How to know the wild flowers
Patch, Edith M. Hexapad stories - Little gateway
to science

- Life Out-of Doors -

Beard, Daniel C. American boys' book of signs, signals,
and symbols
Beard, Daniel C. American boys' handy-book of camp-
lore and wood-craft
Beard, Daniel C. Shelters, shacks, and shantees
Camp, Walter C. Book of sports and games
Ripley, George S. Games for boys

- Handicrafts and Experiments -

Adams, Joseph H. Harper's electricity book for boys
Adams, Joseph H. Harper's machinery book for boys
Clarke, Charles R. and Small, S. H. Boy's book of
chemistry
Clarke, Charles R. and Small, S. H. Boy's book of
physics
Collins, Archie F. Boy's book of engine-building
Collins, Archie F. Radio amateur's handbook

- Inventions, Industries, and Transportation -

Bridges, Thomas Charles Young folks' book of inventions
Carpenter, Frank G. How the world is clothed
Carpenter, Frank G. How the wood is fed
Collins, Archie F. Aviation and all about it
Eaton, Jeanette Story of transportation
Maxwell, Marjorie Story of books up through the ages
Towers, Walter Kellog From beacon fire to radio

APPENDIX

"A"

- Homecrafts -

- Beard, Lina, and Beard, A. B. Little folks' handy book
Beard, Lina, and Beard, A. M. Things worth doing and
how to do them
Burrell, Caroline F. B. Little cook book for a little girl
Hall, Albert Neeley Home handicraft for boys
Snow, B. E., and Froleigh, H. B. Hundred things a
girl can make

- Plays -

- Benton, Rita Bible plays
Bird, Grace E., and Starling, M. Historical plays
Fyleman, Rose Eight little plays for children
Harper's book of little plays
Jagendarf, M. A. One-act plays for young folks
Johnston, Emma L., and Barnum, M. D. Book of plays
for little actors
Mackay, Constance D'Arcy Patriotic plays and pageants
for young people
Moses, M. J. Treasure of plays for children
Olcott, Virginia International plays for young people
Skinner, A. M. and Skinner, E. S. Children's plays
Clark, Mary E. and Quigley, M. C. Etiquette; jr.
Collins, Archie F. Amateur entertainer
Hamilton, Bertha M. Please come to my party
Manners and conduct in school and out, by the Deans
of Girls in Chicago high schools

APPENDIX

'A'



Philadelphia South Philadelphia High School
for everyday manners for American
boys and girls

- Good Health -

Cole, Norman B. and Ernst, C. H. First aid for boys
Gulick, C. E. V. Emergencies
Hutchinson, Woods Building strong bodies
Jewett, Frances G. Health and safety
O'Shea, M., and Kellogg, J. H. Building health habits
O'Shea, M., and Kellogg, J. H. Keeping the body in
health

- Travel -

Carpenter, F. G. Africa
Carpenter, F. G. Around the world with children
Carpenter, F. G. Europe
Dona, Richard H. Two years before the mast
Kelly, R. T. Egypt; and the Holy Land
Iefferts, Walter Our own United States
Shaw, E. R. Big people and little people of
other lands
Shaw, E. R. Discoverers and explorers
Starr, Frederick Strange peoples
Yard, Robert S. Top of the continent

- History -

Benezet, Louis P. Young people's history of the
world war

APPENDIX

"A"

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Coffman, Ramon Child's story of the human race
Dark, Sidney Book of France for young people
Eggleston, Edward History of the United States
Guerber, Helene A. Story of the English
Guerber, Helene A. Story of the thirteen colonies
Hillyer, V. M. Child's history of the world
Pumphrey, M. B. Stories of the Pilgrims
Starr, Frederick American Indians
Tappan, Eva M. Elementary history of our country
Van Loan, Hendrick W. Story of mankind
Wells, M. E. How the present came from the past

- Our Government -

Jenks, J. W. and Smith, R. D. We and our government
Parsons, Goeffrey Land of fair play
Richman, J., and Wallach, I. R. Good citizenship
Tappan, Eva March Story of our constitution
Turkington, G. A. My country

- Biography -

Bolton, Sarah K. Lives of girls who became famous
Bolton, Sarah K. Lives of poor boys who became famous
Boone. White, Stewart E. Daniel Boone, wilderness scout
Columbus. Brooks, E. S. True story of Christopher Columbus
Edison. Meadowcraft, W. H. Boy's life of Edison
Franklin, Benjamin Autobiography

APPENDIX

"A"

—•—

- Fraser, Chelsea Heroes of the air
- Gilbert, Ariadne More than conquerors
- Haaren, John H., and Polard, A. B. Famous men of modern times
- Haaren, John H., and Polard, A. B. Famous men of Rhone
- Lang, Leonara B. Book of prices and princesses
- Lincoln, Moores, C. W. Life of Abraham Lincoln
- Lindbergh, Charles A. "We"
- Mable, H. W. Heroes every child should know
- Olcott, Frances J. Good stories for great birthdays
- Parkman, Mary R. Heroes of today
- Pritchard, M. T., and Ovington, M. W. The upward path
- Roosevelt, H. H. Boys life of Theodore Roosevelt
- Wade, Mary H. B. Master builders
- Woodson, Carter Negro makers of history

- Music and Other Arts -

- Bacon, M. S. H. Hymns every child should know
- Bacon, M. S. H. Songs every child should know
- Conway, A. E. and Conway, W. M. Children's book of art
- Furniss, Dorothy Drawing for beginners
- Lamprey, Louise Wonder tales of architecture
- McSpadden, J. W. Stories from the great operas
- Poullson, Emile Holiday songs
- Whitehead, Jane B. M. R. Folk songs and other songs for children

APPENDIX

"A"



- English Literature -

- Dante Alighieri Stories from Dante; by Susan Cunningham
- Macleod, M. Book of ballad stories
- Macleod, M. Shakespeare story book
- Marshall, H. E. English literature for boys and girls
- Tassin, A. V. and Maurice, A. B. Child's story of
American Literature

- Poetry -

- Aldis, Dorothy K. Here, there, and everywhere
- Davis, Mary G. Girls' book of verse
- Field, Eugene Poems of childhood
- Fish, Helen D. Boy's book of verse
- Gaige, Grace Recitations, old and new
- Inghew, Roger One thousand poems for children
- Lear, Edward Nonsense books
- Lucas, E. V. Book of verses for children
- Stevenson Home book of verse for young folks
- Wiggin, D. S. and Smith, N. A. Pinafore palace; a
book of rhymes for
the nursery

- Stories -

- Alcott, Louisa May Eight cousins
- Alcott, Louisa May Jo's boys
- Alcott, Louisa May Little men
- Alcott, Louisa May Little women
- Alcott, Louisa May Old-fashioned girl
- Baldwin, James Fifty famous stories retold
- Barrett, Mrs. K. R. Wide awake girls

APPENDIX

"A"



Bennett, John	Master skylark
Berry, Erick	Girls in Africa
Bunyan, John	Pilgrim's Progress
Cervantes - Saavedra, M.	Don Quixote of the Mancha
Clark, Margery	Poppy seed cakes
Clemens, S. L.	Adventures of Tom Sawyer
Dixon, Maynard	Infant babies
Fisher, D. F. C.	Understood Betsy
Hale, Edward	Man without a country
Jacobs, Carolina E.	Texas Blue Bonnet
Kipling, Rudyard	Captain courageous
Kipling, Rudyard	Jungle book
Kipling, Rudyard	Just so stories
Lofting, Hugh	Story of Dr. Dolittle
London, Jack	Call of the wild
Masefield, John	Jim Davis
Montgomery, L. M.	Anne of Green Gables
Mukerji, Dhan Gopal	Kari, the elephant
Stevenson, Robert Louis	Kidnapped
Stevenson, Robert Louis	Treasure Island
Swift, Hildegarde Hoyt	Little blacknose
Swift, Jonathan	Gulliver's travels
Wiggin, K. D. S.	Rebecca of Sunnybrook Farm

APPENDIX
"B"

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Suggested List of Magazines.

Elementary Schools
(Grades 1-8)

American Boy
American Girl
Child Life
Hygeia
Junior Home Magazine
Literary Digest
National Geographic Magazine
Nature Magazine
Popular Mechanics
Radio News
St. Nicholas
School Arts Magazine

* Junior High School *

American Boy
American Girl
Asia
Bird Lore
Boys' Life
Current History
Good Housekeeping
Hygeia
Literary Digest
National Geographic Magazine
Nature Magazine
Popular Mechanics
Popular Science Monthly
Radio News
Scholastic
School Arts Magazine
Scientific American
St. Nicholas

APPENDIX

" B "



- Senior High School -

Arts and Decoration
American City
Asia
Atlantic Monthly
Bird Lore
Bookman
Congressional Digest
Current History
Good Housekeeping
Harper's Magazine
Hygeia
Industrial Arts and
Vocational Education
Literary Digest
National Geographic
Nature Magazine
New Republic
Popular Mechanics
Popular Science Monthly
Radio News
Review of Reviews
Scholastic
School Arts Magazine
School Review
Scientific American
Scribners Magazine
Survey

